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A & E REVIEW OF CLANDESTINE SERVICES REVIEW COURSE

Introduction

This course is a general review of the missions of DD/P, its relationship to other components of the Agency and the intelligence community, and how its internal structure functions to carry out the operational activities necessary to fulfill the requirements levied upon it.

CSR runs for eight hours per day for ten to fifteen days, and is usually attended by fifty students. The course is presented by a series of guest lecturers from the DD/P staff, from line units, and from other components of the Agency, who describe the functions and problems of their offices. The lecturers are generally effective speakers, well qualified to speak upon their given topic. Several senior officials of the Agency are among the group.

The students selected for this course are predominately returnees who have been performing operational duties at overseas posts. Their critiques of the course indicate that they have found the course most useful in providing a basic review of the Headquarters organization, programs, etc.

The role of the instructor in the CSR is primarily that of establishing the objectives of the course, organizing the content, selecting the speakers, and performing an integrating function in the classroom which structures and organizes the material for the student.

The purpose of this paper is to provide suggestions to the instructor as to techniques--in addition to those already being used--which might help:

- (a) integrate and structure certain phases of the course so that it can be most readily learned and understood by the students
- (b) provide better learning conditions in the face of the need for such a heavy load of lecturing.
- (c) provide a means for instructor to keep closer tabs on what students are learning and how their attitudes toward Agency are being modified.

Any suggestions in this paper will have to be consistent with the objectives and the organization of the course so a statement concerning these will be made first.

The wide range of different types of material covered in this course--organizational structure, plans, policies, programs, etc.--would appear to require that the objectives of CSR be stated in the following broad terms:

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1. To give the overseas returnee the basic understanding of the Agency's missions, policies, programs, and functions required to perform a headquarters (DD/P) operational assignment effectively.

(Note: A further breakdown of this objective is included under "Suggestion", page 3).

2. To enhance the individual's attitudes of confidence in the purpose, achievements, methods, and leadership of the Agency. A further breakdown of this objective would include: To acquaint the student with the

a. Over-all contributions of the Agency to the national defense effort.

b. Developments, changes, and trends in the Agency's missions and implementation of programs.

c. The senior officials of the organization and their points of view on policies and plans.

d. Personnel policies and management.

Organization of the Course and Methods of Instruction

The organization of the course by presentation of "Major Agency Components", "Major Clandestine Services Components", etc., as presently organized, is probably the most effective method of structuring it. The Agency is so diverse and expansive in organization that it would be difficult to systematically approach this problem from any other way, unless the course were to start with the Branch of the Division and work up. The advantage of the latter method over the former is not readily apparent.

The interpretation and explanation of missions, plans, programs, and policies can best be done by those who are responsible for their origination and administration. Therefore, the most effective presentation of the material would be by utilization of the responsible officials as guest lecturers, as is presently being done.

The objectives of the course require the presentation of a wide range of material by a wide variety of guest lecturers. This presents basic problems in instruction: (1) how to maintain continuity and proper emphasis in the instruction, and (2) how to facilitate learning in the face of the monotony and fatigue generated in the student from the eight hour a day lectures for ten to fifteen days.

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The solution to the first problem requires devices to promote organization and emphasis. These can take two forms:

a. instructions (written and oral) to the guest lecturers which indicate how his subject should be integrated with topics already covered or to be covered. This device can insure that policies, principles, and procedures which require spaced repetition for learning are properly handled.

b. the instructor, through leading periodic discussion groups can provide a continuity by tying together points of various lecturers.

The second problem, facilitating learning in the face of continuous lectures, can be dealt with by interspersing discussion periods, reading periods, and periods when student produces something himself or in collaboration with one or two of his classmates.

Suggestions for the Instructor

The CSR appears to be well organized at present. Also the senior officials' lectures are well distributed throughout the course. The following are suggestions which it is believed could bring the course into sharper focus and help the student more easily learn those things that should be emphasized.

Focusing the Course: It is suggested that the instructor select a definite focus for the course which would be the basis for integrating certain material for the students and giving guidance to the lecturers. For example, certain topics run through many lectures in the course, but the connection will not always be seen unless the instructor points this out. Thus missions originate from directives which are translated into regulations, RMD's and requirements. The planning cycles are also a part of this same topic. The implementation of these definitions of plans and objectives results in operational programs and specific operations.

This task of integrating the different topics running through the course could be given structure and focus by discussing them in relation to the activities of the Branch of the Division, the basic line unit in Headquarters performing a co-ordinating and mediating function between the vast superstructure in Headquarters and the action units in the field.

Focusing the course on the Branch level would then permit a further breakdown of Objective 1 for the course (see page 2) as follows:

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To describe the activities of the Agency's components as they are directly or indirectly related to the functioning of the Branch in the following areas:

1. Operational

- a. Origin of missions and directives.
- b. Translation of these into RMD's and requirements.
- c. Implementation through programs and operations.
- d. Provision of specific operational guidance.

2. Procedural Requirements

- a. Project approval systems
- b. Operational approval systems
- c. Recurrent project reporting
- d. Planning systems

3. Use of Support Facilities (I hope a presentation on A&E by C/A&E will be included here).

- a. Technical
- b. Logistical
- c. Scientific
- d. Current Informational - political, economic, cultural
- e. Resources - biographic files, records, background data

Integrating Role

1. The instructor could conduct an introductory hour at the beginning of the course during which she would indicate to the students what they should get out of the course. The material described under "Focusing the Course" above, could be used for this purpose.

2. During the introductory talk the instructor could also indicate on what types of subjects the senior officials are willing to give policy positions or personal opinions. She might indicate that the subject of generalization versus specialization of case officers has been a frequent topic in the past and call for discussion of what other questions of this nature would be worth bringing up.

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3. The instructor should continue to play an integrating role throughout the course. Part of this role will be fulfilled by use of training aids (see below), by instructions to lecturers (see below), by the instructor's summarizing topics periodically for the class, by planting questions for the lecturer - questions designed to bring out points the students have not fully understood or which previous speakers did not touch as planned. Part of the role, however, can be fulfilled only by discovering to what degree the objectives of the course are being met. What are the students learning? Are their attitudes toward the Agency and its problems changing?

Training Aids - The charts used for visual aids by many speakers in the course are very well done. In addition, dittoed handouts could be prepared which would give outlines, or charts, or flow diagrams for certain topics. For example:

- a. Project approval systems for FI and PP. *Discuss with [redacted]*
- b. A chart showing how missions and directives become converted into RMD's, requirements, planning cycles, etc.
- c. A list of support resources available in the Agency-- biographic files, area information, political and economic publications, records of various types, etc.

Such handouts should be prepared for the student to take with him. This will obviate the need for him to take certain kinds of notes and permit him to concentrate on understanding reasons for procedures rather than remembering the procedures themselves. Such handouts could also be useful for the instructor in leading an integrative discussion which summarizes what has been covered in past lectures.

Discussion Sessions: These will have the advantage of reducing the effects of continuous lectures and promoting learning on the part of the students by getting them personally involved in the course. They will also provide one means for the instructor to discover whether the students are understanding what is presented and how their attitudes are changing. An attempt should be made to organize a group discussion early in the course. This could be part of the introductory hour conducted by the instructor. One topic for discussion was suggested in the paragraph above.

Periodic discussion sessions would also be useful in breaking up the monotony of listening to lecturers for ten to fifteen days.

Instruction to Lecturers - The most basic outline would probably request that the speaker cover:

- a. Where his lecture fits into the integration theme, if relevant.
- b. Enough of the history of the office represented to understand the present.

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c. What the present function of the office is.

d. Problems, changes, and trends.

For lecturers reporting upon programs:

e. Some indication of progress and accomplishments, changes, trends, and principles being emphasized.

f. Use concrete examples of cases when possible.

Are Course Objectives Met? Discovering what understandings of the Agency, its problems, its procedures the students acquire and how their attitudes change not only will aid in integrating the course but also provide the key to modifications that need be made.

The possible role of discussion sessions here has been mentioned. If a record is kept of kinds of questions, misunderstandings that come up, these sessions can be useful for this purpose:

Short papers on well selected topics such as what differences the student has noted about a program or procedure now and prior to his going overseas, theory and practice (on basis of student's experience) concerning RMD's.

Ways of estimating attitude changes toward such things as senior staffs, generalization versus specialization of case officers, certain operational programs, agency accomplishment, etc., can be devised. A first step in this direction might be to ask the student on the first day of the course to list what he considers the three major problems confronting the Agency. Repeating the question at the end of the course will indicate changes that have occurred. Other methods can be devised.

The nature of the course requires that this "feed back" procedure be brief and frequent. It is believed that effort spent in getting this "feed back" will be well rewarded by the direction it will provide to the instructor.

Concluding Remarks

The suggestions made herein should not obscure our observation that the course, as is, is stimulating and reflects excellent preparation in its organization and conduct.

It is recognized that the problem of integrating the content covered by reviewing the great number of offices in the Agency is a difficult one and that the instructor who has had the experience of conducting the course several times will be best able to judge whether the suggestions presented here can be useful in CSR. For this reason, no attempts have been made here to be exhaustive as to the types of changes and additions that might be made or to state definitely what actions should be carried out.

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However, it is believed that the basic instructing and learning problems inherent in a course of this type have been discussed and the instructor may be able to use her more comprehensive knowledge of the material in the course to overcome these.

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